

Title I Programs and MTSS/RTI
Academic / Instructional Supports

Title I Programs	Schoolwide –CAT 1 (Title I funds only)	Schoolwide –CAT 2 (Federal funds only)	Schoolwide –CAT 3 (all funding pooled together)	Targeted Assistance
Definition	Requires a SW-CAT 1 Plan; Title I school model that defines services to students by encompassing the entire school. Continuous Improvement Plan (CIP) may serve as a SW plan	Requires a SW-CAT 2 Plan; Title I school model that defines services to students by encompassing the entire school. Continuous Improvement Plan (CIP) may serve as a SW plan	Requires a SW-CAT 3 Plan; Title I school model that defines services to students by encompassing the entire school. Continuous Improvement Plan (CIP) may serve as a SW plan	Title I school program model that concentrates or “targets” services to the least academically proficient students.
Eligibility	Optional model for schools with $\geq 40\%$ poverty. Title I eligible schools that complete the SW planning processes and implement a SW program may continue to operate as a SW program even if the poverty percentage drops below 40%, so long as the school remains Title I eligible.	Optional model for schools with $\geq 40\%$ poverty.	Optional model for schools with $\geq 40\%$ poverty.	Required model for schools with $< 40\%$ poverty.
Title I Funds	Title I funds in Tier I may be used in a supplementary manner and may be used in Tier II and Tier III. In a schoolwide program that is supported solely with Title I funds, the school and district still must identify the activities that Part A funds support as part of the SW plan.	Title I funds pooled with other federal resources may be used at all levels of instruction if the school adopts the MTSS/RTI process as its research-based whole school reform strategy. If this is the case, any activity at the school level that	Title I funds, pooled with other resources, may be used at all school levels to fund any aspect of MTSS/RTI in a schoolwide school if the school adopts the MTSS/RTI process as its research-based whole school reform strategy.	Title I funds must be used to provide supplemental education services to a select group of students determined eligible through multiple measures of achievement. These parameters on Title I funds exist in targeted assistance schools

	Activities at the school that support the implementation of the MTSS/RTI process can be funded with Title I provided it is included in the SW plan.	supports the implementation of the MTSS/RTI process, would be an allowable expenditure of Title I funds provided that the MTSS/RTI process and its implementation are explained in the SW plan. Schools that consolidate federal funds have more flexibility in terms of how funding and staff can be used in the MTSS/RTI process.		even if the school is implementing MTSS/RTI. Title I funds must still be used to provide additional educational support to a select group of eligible students and may not be used to provide basic, core Tier I instruction available to all students
Title I Funds-Instructional Materials	If the LEA is purchasing particular materials for all schools in the district, those materials must be purchased with state or local funds in both Title I and non-Title I schools. In schoolwide schools, funds may be pooled and supplemental instructional materials may be purchased for all students in the school.			Title I funds may only be used to purchase instructional materials for Title I students in the Title I program.
Supplement Not Supplant	Schoolwide programs make it easier to avoid supplanting issues because they are designed to serve all children. To avoid supplanting in a school operating a schoolwide program, an LEA needs to ensure that Title I funds add to, and don't substitute for the total state and local resources the school is receiving. LEAs with both Title I and non-Title I schools that wish to implement the MTSS/RTI process must ensure that Title I funds are not used to support interventions that are funded in non-Title I schools by non-federal funds.			Targeted Assistance schools must specify eligible and non-eligible students and Title I intervention services provided to an eligible student must be above and beyond those that the student would otherwise receive. Title I funds may not be used to pay for the core instructional program (Tier 1).

Universal Screening & Progress Monitoring	Because of supplanting concerns, Title I cannot pay for universal screening, but it may be able to pay for progress monitoring. If progress monitoring is part of the core instructional program, then it needs to be paid for by state and local funds. If there is additional progress monitoring over and above what is usually done, Title I could pay for that additional progress monitoring,	
Professional Development	All staff is considered Title I. Professional development activities may include all staff. Professional development directly related to the implementation of the MTSS/RTI process may be paid for with Title I funds. Funding for professional development that is not exclusively focused on helping at-risk students must come from a source other than Title I, Part A, or have the cost shared between programs where appropriate.	Professional development is intended for teachers providing Title I services directly to Title I students. But Title I includes a provision that allows schools to include other teachers as long as the professional development is intended to help those teachers better meet the needs of Title I children in the general classroom.
Highly Qualified Requirements	See ADE Title II Response to Intervention Three-Tiered Model Guidance in NCLB Document Library http://www.azed.gov/no-child-left-behind/library/	

Title I Programs and MTSS/RTI Behavioral/Social Supports				
Title I Programs	Schoolwide –CAT 1 (Title I funds only)	Schoolwide –CAT 2 (Federal funds only)	Schoolwide –CAT 3 (all funding pooled together)	Targeted Assistance
Definition	Requires a SW-CAT 1 Plan; Title I school model that defines services to students by encompassing the entire school. Comprehensive Improvement Plan (CIP) may serve as a SW plan, and must include plans for behavioral interventions.	Requires a SW-CAT 2 Plan; Title I school model that defines services to students by encompassing the entire school. Comprehensive Improvement Plan (CIP) may serve as a SW plan, and must include plans for behavioral interventions.	Requires a SW-CAT 3 Plan; Title I school model that defines services to students by encompassing the entire school. Comprehensive Improvement Plan (CIP) may serve as a SW plan, and must include plans for behavioral interventions.	Title I school program model that concentrates or “targets” services to the lowest academically proficient students. Due to the limited budget that most TA schools have, a behavioral/social focus is not possible.
Eligibility	Optional model for schools with ≥ 40% poverty.	Optional model for schools with ≥ 40% poverty.	Optional model for schools with ≥ 40% poverty.	Required model for schools with < 40% poverty.
Title I Funds-Instructional Materials	If the LEA is purchasing particular behavioral/social supports materials for all schools in the district, those materials must be purchased with state or local funds in both Title I and non-Title I schools. In schoolwide schools, funds may be pooled and supplemental instructional materials may be purchased for all students in the school.			
Supplement Not Supplant	Schoolwide programs make it easier to avoid supplanting issues because they are designed to serve all children. To avoid supplanting in a school operating a schoolwide program, a district needs to ensure that Title I funds add to, and don’t substitute for the total state and local resources the school is receiving. LEAs with both Title I and non-Title I schools that wish to implement the MTSS/RTI process must ensure that Title I funds are not used to support interventions that are funded in non-Title I schools by non-federal funds.			

Universal Screening & Progress Monitoring	Because of supplanting concerns, Title I cannot pay for universal screening, but it may be able to pay for progress monitoring. If progress monitoring is part of the core behavioral/social program, then it needs to be paid for by state and local funds. If there is additional progress monitoring over and above what is usually done, Title I could pay for that additional progress monitoring,	
Professional Development	All staff is considered Title I. Professional development activities may include all staff. Professional development directly related to the implementation of the MTSS/RTI process may be paid for with Title I funds e.g. PD focused on schoolwide behavior change. Funding for professional development that is not exclusively focused on helping at-risk students must come from a source other than Title I, Part A, or have the cost shared between programs where appropriate.	
Qualifications for Employment	For professional non-teaching positions such as school psychologists or school counselors, contact the ADE Department of Certification Unit for specific requirements. http://www.azed.gov/educator-certification/certificate-requirement/professional-non-teaching-certificates/ Currently, there is not an endorsement or certification requirement for a behavior specialist or behavior interventionist. Requirements for these positions are set at the LEA level.	